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MODERN METHODS OF ACTIVATION: CONTEMPORARY CHALLENGES

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Abstract

Modern activation methods correspond to the need to transition from a knowledge-based to a competence-based educational paradigm. The purpose of the article is to analyze modern activation methods. One of the key challenges concerns equal access to technology. In contemporary educational discourse, the activation of learning activity is regarded as one of the key conditions for improving educational quality. Activation methods are grounded in activity-based, learner-centered, and competence-based approaches. Problem-based learning is grounded in the creation of problematic situations that encourage learners to independently search for solutions. Interactive technologies such as discussions, debates, brainstorming, role-playing games, and case studies play a significant role. Modern activation methods constitute a strategic resource for educational modernization. Modern activation methods are closely linked with digital technologies.

Modern activation methods constitute a multidimensional pedagogical instrument that integrates cognitive, social, and technological aspects and corresponds to the needs of a dynamic society.

Modern activation methods of learning remain a dynamic and open field of scholarly inquiry. Conditions of digital transformation, global social challenges, and shifts in educational paradigms necessitate further theoretical reflection and empirical investigation of the effectiveness of active learning methods.

Key words: **modern activation methods; problem-based learning; project-based learning; pedagogical science.**

СУЧАСНІ МЕТОДИ АКТИВІЗАЦІЇ: ВИКЛИКИ СЬОГОДЕННЯ

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Анотація

Сучасні методи активізації відповідають потребі переходу від знаннєвої до компетентнісної освітньої парадигми. Метою статті є аналіз сучасних методів активізації. Одним із ключових викликів є забезпечення рівного доступу до технологій. У сучасному освітньому дискурсі активізація навчальної діяльності розглядається як одна з ключових умов підвищення якості освіти. Методи активізації ґрунтуються на діяльнісному, особистісно-орієнтованому та компетентнісному підходах. В основі проблемного навчання лежить створення проблемних ситуацій, що спонукають учнів до самостійного пошуку рішень. Важливу роль відіграють інтерактивні технології, такі як дискусії, дебати, «мозковий штурм», рольові ігри та кейс-метод. Сучасні методи активізації є стратегічним ресурсом модернізації освіти. Вони тісно пов’язані з цифровими технологіями.

Сучасні методи активізації становлять багатовимірний педагогічний інструментарій, що інтегрує когнітивні, соціальні й технологічні аспекти та відповідає потребам динамічного суспільства.

Сучасні методи активізації навчання залишаються динамічною та відкритою сферою наукових досліджень. Умови цифрової трансформації, глобальні соціальні виклики та зміни освітніх парадигм зумовлюють необхідність подальшого

теоретичного осмислення й емпіричного вивчення ефективності методів активного навчання.

Ключові слова: сучасні методи активізації; проблемне навчання; проєктне навчання; педагогічна наука.

Problem statement in a general context. The relevance of employing modern activation methods is determined by profound social, technological, and cultural transformations taking place in the twenty-first century. Education can no longer be confined to the transmission of ready-made knowledge, as information is rapidly updated and professional requirements are constantly evolving. Under such conditions, primary importance is attached to the formation of a competent, mobile, and responsible individual capable of critical thinking, self-directed learning, and adaptation.

Modern activation methods correspond to the need to transition from a knowledge-based to a competence-based educational paradigm. They contribute to the development of analytical, communicative, and research skills, as well as foster collaboration and decision-making abilities. This is particularly significant in the context of societal digitalization, when learners must not only possess information but also be able to critically evaluate, systematize, and apply it in practice.

Within the Ukrainian educational space, the relevance of activation methods is further intensified by contemporary challenges, including the necessity to ensure flexible forms of learning, maintain learners' motivation, and create a safe and psychologically comfortable educational environment. Interactive, project-based, and problem-oriented approaches enable the integration of cognitive development with the formation of social responsibility and civic consciousness.

Analysis of research and publications addressing the issue. The problem of activating learning activity has been widely reflected in the works of domestic and foreign scholars who regard it as a key condition for enhancing the effectiveness of the educational process.

The Ukrainian educator Vasyl Sukhomlynskyi emphasized the necessity of developing students' active intellectual engagement through problem questions, research tasks, and emotional involvement in cognition. He underlined that genuine learning occurs only when a child thinks, analyzes, and makes independent discoveries.

The American philosopher and educator John Dewey argued that learning should be

grounded in experience and practical activity. His concept of “learning by doing” laid the foundation for modern interactive and project-based teaching methods that stimulate cognitive autonomy.

Representatives of constructivist theory, particularly Jean Piaget, maintained that knowledge is not transmitted in a finished form but constructed by the learner through active interaction with the environment. This thesis became the theoretical basis for problem-based and inquiry-based learning.

In Ukrainian pedagogical science, the issue of activating learning activity was also explored by O. Savchenko, who substantiated the necessity of implementing interactive methods in primary education [5], and I. Ziaziun, who emphasized the humanistic orientation of education and the role of pedagogical mastery in stimulating cognitive activity [3].

In scholarly works, learning activation is interpreted as a purposeful process of organizing learners’ activities that ensures the development of thinking, autonomy, and creativity. Modern activation methods possess a solid theoretical foundation and are based on activity-based, constructivist, and humanistic approaches that retain their relevance within the context of educational modernization.

The purpose of the article is to analyze modern activation methods.

Presentation of the main material. Modern activation methods enhance the quality of the educational process by engaging learners in active participation, fostering reflective skills, and strengthening intrinsic motivation. They facilitate the transition from reproductive to productive learning, which corresponds to the strategic objectives of educational reform.

The implementation of modern activation methods is not merely a pedagogical innovation but an objective necessity dictated by the demands of the time, societal needs, and the orientation toward comprehensive personal development. New educational formulas in the era of technological progress raise important questions regarding the challenges and ethics of contemporary society. The rapid development of digital tools, online platforms, and artificial intelligence transforms traditional conceptions of learning, the role of the teacher, and the position of the learner. Education is gradually shifting from the classical model of knowledge transmission to an interactive, personalized, and lifelong process.

One of the key challenges concerns equal access to technology. Not all learners have equal opportunities to use modern devices and high-speed internet, which may deepen social inequality. Moreover, the issue of digital literacy arises for both students and educators. Technologies require not only technical skills but also the ability to critically assess information, identify manipulation, and responsibly use digital resources.

The ethical dimension is equally significant. The use of artificial intelligence, automated assessment, and data collection raises questions of privacy, personal data security, and academic integrity.

New educational models open substantial opportunities for development; however, they simultaneously require careful consideration of social and moral consequences. A harmonious combination of technological advancement and humanistic values will ensure high-quality and equitable education in the future.

In contemporary educational discourse, the activation of learning activity is regarded as one of the key conditions for improving educational quality. Transformational processes in society, digitalization, globalization, and dynamic changes in the labor market necessitate the formation of a competence-oriented personality capable of critical thinking, self-learning, and adaptation. In this context, modern activation methods function not merely as didactic tools but as a conceptual foundation for renewing the educational process [1].

Activation methods are grounded in activity-based, learner-centered, and competence-based approaches. They imply a shift in the educational paradigm from the transmission of ready-made knowledge to the organization of productive cognitive activity. The principle of subject–subject interaction becomes central, whereby the learner acts as an active participant in the educational process, while the teacher assumes the roles of facilitator, mentor, and moderator.

An important characteristic of modern methods is their integrative nature: they combine cognitive, emotional, and social components of learning, ensuring the holistic development of the individual.

Modern methods of activating learning activity constitute a response to the demands of a new educational model oriented toward the development of competencies, critical thinking, and practical skills. The traditional system, largely based on the passive assimilation of information, is gradually yielding to interactive and student-centered approaches in which the learner becomes an active participant in the educational process.

The principal types of modern activation methods include the following.

Problem-based learning is grounded in the creation of problematic situations that encourage learners to independently search for solutions. This approach activates analytical thinking, develops research skills, and enhances the ability to work with information.

Project-based learning involves the implementation of long-term tasks aimed at creating a specific product or solving a practical problem. It fosters independence, responsibility, planning skills, and teamwork.

Project-based learning facilitates the resolution of real or life-related problems and promotes collaborative competence, while problem-based learning stimulates analytical thinking and the search for non-standard solutions.

The case method focuses on the analysis of real or simulated situations followed by reasoned decision-making. It is effective in forming professional competencies and practical thinking.

Interactive technologies such as discussions, debates, brainstorming, role-playing games, and case studies play a significant role. They intensify cognitive activity, develop communicative skills, and cultivate the ability to substantiate one's position. Digital tools, including online platforms, multimedia materials, and educational applications, expand opportunities for individualized learning and allow consideration of each learner's pace and style of knowledge acquisition [4].

Inquiry-based learning aims at developing a scientific style of thinking through hypothesis formulation, experimentation, and analysis of results.

The use of online platforms, adaptive systems, gamification, and multimedia resources ensures personalization and prompt feedback.

Characteristic features of modern activation methods include active learner participation in knowledge construction; practical orientation and connection with real-life situations; development of metacognitive skills and reflection; emphasis on cooperation and collective problem-solving; integration of digital technologies into the educational process; and cultivation of intrinsic learning motivation [].

Despite their evident advantages, the implementation of modern activation methods is accompanied by a number of challenges, including insufficient methodological training of educators, overloaded curricula, the formalization of innovations, and unequal access to digital resources. Equally important is the need to maintain a balance between innovation and systematic coherence, so that active methods do not devolve into fragmented practices lacking profound pedagogical substance.

Modern activation methods constitute a strategic resource for educational modernization. Their scientifically grounded implementation contributes to the formation of a competent, responsible, and socially active individual capable of continuous development. In the long term, they should become not an alternative to traditional methods but an organic component of an integral educational system responsive to the challenges of the twenty-first century [2].

In the context of transformations occurring in Ukrainian and global education, the

problem of activating learning activity acquires particular significance. The transition from a knowledge-based to a competence-based paradigm, digitalization of the educational environment, and social and security challenges necessitate a reconsideration of traditional approaches to organizing the educational process. Modern activation methods emerge not only as tools for increasing learner motivation but as a strategic response to structural changes within the educational system.

Primarily, activation of learning is associated with changing the roles of educational actors. The teacher ceases to be the exclusive source of knowledge and increasingly performs the functions of facilitator, tutor, and moderator of cognitive activity, while the learner becomes an active constructor of personal knowledge.

Modern activation methods are closely linked with digital technologies. The use of interactive platforms, blended and distance learning elements, gamification, and adaptive educational systems expands the didactic toolkit of educators. However, digitalization generates new challenges: information overload, reduced concentration, and the risk of superficial knowledge acquisition. Therefore, not only technical integration but also pedagogically justified application of digital tools is required.

Particular attention should be paid to formative assessment, which is aimed not only at evaluating outcomes but also at supporting the learning process through feedback. It enables learners to recognize their own progress and determine directions for further development.

Modern activation methods correspond to contemporary challenges, as they contribute to the formation of flexible, initiative, and responsible individuals capable of adapting to change and acting effectively within the information society [6].

Among the key challenges of today is inequality in access to high-quality educational resources, especially under conditions of martial law and forced migration of a portion of learners. Activation methods require an appropriate material and technical base, teacher training, and methodological support. Without a systematic approach, there is a risk of formalizing innovations, when active methods are applied declaratively without transforming the essence of the educational process.

The psychological dimension is equally important. Modern learners function within an environment of heightened stress, social instability, and informational pressure. Therefore, learning activation must integrate cognitive and emotional components, ensuring a safe educational space, supporting intrinsic motivation, and fostering resilience.

Thus, modern activation methods represent a complex, multidimensional phenomenon requiring scholarly reflection and systematic implementation. Their effectiveness is

determined not merely by the novelty of tools but by their capacity to integrate pedagogical, technological, and sociocultural factors into a unified strategy for educational development. In response to contemporary challenges, learning activation should become not an episodic practice but a fundamental principle of educational modernization.

Modern activation methods are formed within the competence-based educational paradigm and are aimed at ensuring an active cognitive position of the learner. Their principal characteristics may be systematized as follows: personal orientation (consideration of individual needs, interests, abilities, and learning pace, shifting the emphasis from teaching to learning); active cognitive engagement (focus on independent search, analysis, synthesis, and application of knowledge rather than passive reproduction); problem-based and practical orientation (modeling real-life or professional situations to stimulate critical thinking and decision-making); interactivity (active interaction among participants through discussions, group work, debates, and collaborative tasks); competence orientation (formation not only of knowledge but also of skills, values, and experiential components necessary for real life); integration of digital technologies (use of electronic resources, online platforms, and multimedia tools to expand personalization and feedback); reflexivity (self-assessment, analysis of personal progress, and development of self-regulation and responsibility); flexibility and variability (adaptability to different educational conditions and formats, including face-to-face, distance, and blended learning); collaboration (development of teamwork, communication, role distribution, and collective goal achievement); and motivational focus (enhancement of intrinsic motivation through engagement, relevance, and emotional involvement).

Conclusions and prospects for further research. Modern activation methods constitute a multidimensional pedagogical instrument that integrates cognitive, social, and technological aspects and corresponds to the needs of a dynamic society.

Modern activation methods of learning remain a dynamic and open field of scholarly inquiry. Conditions of digital transformation, global social challenges, and shifts in educational paradigms necessitate further theoretical reflection and empirical investigation of the effectiveness of active learning methods.

One promising research direction involves integrating digital technologies and artificial intelligence into the process of activating learning activity. Issues requiring in-depth analysis include personalization of learning, adaptive educational environments, automated feedback, and the impact of digital tools on the development of critical thinking and motivation.

Another relevant direction is the interdisciplinary approach to studying activation methods. The integration of pedagogy, psychology, cognitive science, and neuroscience will provide a deeper understanding of the mechanisms underlying cognitive engagement, attention, memory, and thinking in conditions of information overload.

Another promising avenue of inquiry is the examination of the effectiveness of activation methods across diverse educational contexts, including primary, secondary, higher, and non-formal education, as well as within distance and blended learning environments. Particular attention should be devoted to the Ukrainian context, given the need to ensure flexibility of the educational process, support learners' psychological resilience, and address educational losses.

Therefore, future research on modern activation methods should focus on deepening theoretical foundations, expanding practical implementation models, and adapting them to new sociocultural conditions. Further scholarly exploration should contribute to the development of a holistic concept of active learning that meets the needs of Ukrainian education and responds to global contemporary challenges.

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